

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Huntingtown High School

Maryland State Department of Education

Office of Teaching and Learning

February 7-8, 2024



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Overview of Maryland School Site Reviews

PURPOSE

The Maryland State Department of Education (MSDE) is committed to supporting school systems in improving student outcomes. MSDE conducts comprehensive school reviews to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management. School reviews are a collaborative process among local education agencies (LEAs), schools, and MSDE aimed at accelerating student learning, supporting the whole child, and enhancing educator practice.

SCHOOL REVIEW PROCESS AND METHODOLOGY

All school reviews are facilitated by an Expert Review Team (ERT) led by MSDE. ERT members consist of trained teachers, school leaders, and education experts with experience in improving student outcomes. Members participate in extensive training led by MSDE to calibrate the review process to ensure a consistent approach to school reviews. To identify effective practices and opportunities for growth in a school, the ERT analyzes school data, reviews documents submitted by the school, and conducts a one or two-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team uses a rubric (see Appendix B) to form a consensus rating for each measure based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of three domains:

- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.
- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.
- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** – a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

STRUCTURE OF THIS REPORT

The following report is organized into three different sections.

Executive Summary: In this section, you will find a summary of the school's review. This includes:

- Information about the school, with more detailed information, can be found online in [the Maryland School Report Card](#).
- The summary of findings is a snapshot of the ratings the school received by each domain, with more detailed ratings of each measure embedded in the complete school rubric in Appendix B.
- Overall recommendations for the school to focus their school improvement work.

Findings and Recommendations by Domain: Each domain contains a section that outlines ERT findings, including strengths and areas for growth. For each domain, targeted recommendations are provided with evidence, action steps, and resources to address the recommendation. Resources are currently being reviewed for accessibility.

Appendices: Two appendices expand on information provided in the body of this report. They provide detailed information on the specific methods used by the ERT during the site visit and a deeper dive into the ratings the school received on the School Review Rubric.

Executive Summary

ABOUT HUNTINGTOWN HIGH SCHOOL

Huntingtown High School, located in Calvert County, serves a total of 1,360 students in grades 9th -12th. The enrolled population is made up of 74% White, 10% African American, 7% Hispanic, and 7% two or more races. The school's population includes approximately 15% of students that receive free or reduced meals and 12% or less of the population includes either students with disabilities or students with 504 plans. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

SUMMARY OF FINDINGS

The following table summarizes the school's ratings on Domains 2 and 3. The school scored its highest rating of Accomplishing in Career Growth and its lowest rating of Accomplishing in Multi-Tiered Systems of Support. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 2: Student Support		
Indicator	Percentage	Rating
Multi-Tiered Systems of Support	74%	Accomplishing
Opportunities and Access	75%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing
Professional Learning	75%	Accomplishing
Career Growth	79%	Accomplishing

OVERALL RECOMMENDATIONS

The following actions are recommended to support improvement in the areas identified as needing improvement through the School Review process. More detailed information about these recommendations, linking them to specific findings in each domain and providing action steps and resources to implement them, can be found in the following sections.

- Strengthen the school's approach to preparing students for future college and career success. Provide a clear, systematic monitoring and support mechanism for students and parents on the various College and Career Readiness (CCR) pathways.
- Address the lack of awareness regarding the Career Ladder opportunities available to teachers. Provide teachers with information beyond the benefits of achieving National Board Certification (NBCT) and acquiring advanced degrees, as there is a significant lack of familiarity with the broader aspects of the career ladder beyond these milestones.

Domain 2: Student Support

Student Support

Schools use data to identify students and implement a multi-tiered approach to support all student groups.

Findings and Recommendations

STRENGTHS

The school provides embedded services and support into the school schedule to ensure that all students have access to credit-bearing, advanced, and rigorous coursework.

- The student, teacher, and school leader focus groups stated that the school schedule had embedded supports such as AP Bootcamp, Flex lunchtime, and AP Seminar that are integrated into the school schedule to aid students.
- In the teacher focus group survey, seven out of nine teachers confirmed that the school has a process to ensure that underrepresented student groups can access advanced coursework. Additionally, six out of nine teachers rated the process for placing students in advanced classes as good to great.
- During the student's focus group, students stated that they have access to Advanced Placement (AP), Dual Enrollment, and Career and Technical Education (CTE) courses.
- The school provided documentation showing that they have developed a system to disaggregate data to identify disproportionality with enrollment in advanced courses, and has developed a plan of action to address the disparities between student groups.
- The school received "Silver" Recognition and the "2023 AP School Honor Roll" award from the College Board for the work they have done in AP Coursework.

The school has an established schedule and well-rounded curriculum that is aligned and supports all students to enroll in advanced and elective classrooms.

- Parents students, teachers, and school leader focus groups reported that the school offers a diverse selection of well-rounded courses including Engineering, Business, Criminal Justice, and Orchestra, along with advanced classes and elective programs.
- In the student focus group survey, eight out of eight students indicated that they can take advanced classes and seven out of eight students feel challenged by the classes they take.

AREAS FOR GROWTH

The school is developing support pathways that are dedicated and individualized for students not yet meeting college and career readiness.

- In the various focus groups, it was shared that the school has College and Career Pathways (CCR) pathway choices for students; however, it was not clear how the students were being monitored or supported towards earning industry-recognized credentials.
- In the student's focus group, students stated that knew if they were participating in specialized courses, however, none of the students could explain how they could/would earn industry-recognized credentials.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Strengthen the school's approach to preparing students for future college and career success,. Provide a clear, systematic monitoring and support mechanism for students and parents on the various College and Career Readiness (CCR) pathways.

ACTION STEPS:

As a result of this school review:

- Define specific, measurable milestones within each CCR pathway that align with the acquisition of industry-recognized credentials.
- Communicate these milestones to students and parents at the beginning of the pathway program and regular intervals throughout the school year.
- Develop a tracking system that monitors student progress against the established milestones. This could involve a digital portfolio where students can see their progress in real-time.
- Identify students who are at risk of not meeting milestones early in the process.
- Implement targeted interventions for these students, which could include additional tutoring, mentorship programs, or adjustments to their learning plan.

RESOURCES:

1. [College and Career Pathways](#)

Domain 3: Educator Support

Educators Support

Educators at all levels are provided with support to improve results and shift instructional practice.

Findings and Recommendations

STRENGTHS

The school has an established system that is designed to provide teachers and administrators with a system that allows them to participate in a regular cycle of observation and feedback to improve professional practice.

- During the teacher and school leader focus group, it was shared that teachers and school administrators consistently engage in high-quality formal and informal observations throughout the academic year.
- Teachers are regularly observed and provided with high-quality actionable feedback by school administrators that allows the teacher to support students and improve their teaching practice.
- In the teacher focus group survey, nine out of nine teachers indicated that they are formally observed by school leadership every year and eight out of nine teachers indicated that they are provided with ongoing support by the school leadership team.

Teachers and administrators regularly engage in a cycle of learning that is job-embedded, aligned to research-based practices, and grounded in school data.

- Both the teacher group and the school leadership focus groups indicated that they are consistently engaged in a cycle of learning that is job-embedded. These opportunities are provided during staff meetings, systemic professional learning days, and throughout the school year as needed.

The school has developed a mentoring and coaching process that supports novice teachers through the use of job-embedded induction and support.

- In the teachers and school leader focus group it was shared that the school has developed comprehensive support through mentoring, peer observations, and planning assistance in support of novice teachers.
- In the teacher focus group it was stated that the school leadership team has developed support systems for novice teachers and that these activities are extremely helpful and teachers.
- During the school leadership focus group, school administrators emphasized their commitment to offering continuous support to both novice teachers and teachers new to the school, to foster their success in student instruction.

AREAS FOR GROWTH

While teachers are currently aware of certain aspects of the career opportunities there is a gap in the knowledge of various other opportunities.

- During the teacher focus group, teachers shared that the “LEA offers support for National Board Certification” (NBCT) and that there are incentives for “obtaining a master's degree”. However, teachers are unfamiliar with other career opportunities beyond NBCT.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Address the lack of awareness regarding the opportunities available to teachers. Provide teachers with information beyond the benefits of achieving National Board Certification (NBCT) and acquiring advanced degrees, as there is a significant lack of familiarity with the broader aspects of the career growth beyond these milestones.

ACTION STEPS:

As a result of this school review:

- Initiate a thorough evaluation to ascertain the extent of teachers' knowledge regarding their career progression opportunities.
- Collaborate with educational experts to create comprehensive, accessible resources that clearly outline the career opportunities, including but not limited to the steps beyond NBCT.
- Organize a series of workshops aimed at disseminating this information among faculty. These sessions should encourage teachers to plan their professional growth.

RESOURCES:

1. [MSDE Blueprint Pillar 2: High Quality and Diverse Teachers and Leaders](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Judie Strawbridge, Supervisor, Bowie State University
2. Justin Leonard, Teacher, Prince George’s County Public Schools
3. Brooke Fallon, Teacher, St. Mary’s County Public Schools
4. Amanda Stewart, Coordinator, Charles County Government
5. Dr. Rachel Thompson, Pupil Personnel Worker, Prince George’s County Public Schools
6. Cassandra Pullin, Teacher, Baltimore County Public Schools

Site Visit Day 1

Wednesday, February 7, 2024

Site Visit Day 2

Thursday, February 8, 2024

Number of Classroom Reviewed

Eighteen

Description of Classroom Visited

Wednesday, February 7, 2024		Thursday, February 8, 2024
<ul style="list-style-type: none"> • Honors 1 • Reading Int • AP Stats • ELA 9th • ELA 10th • Earth/Matter • Hon ALG 2 • FOT • AP GOV • Geometry • History 	<ul style="list-style-type: none"> • Hon Earth • Photography • Ensemble 	<ul style="list-style-type: none"> • AP BIO • ALG • Team Sports • ELA 10th

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 8 Students
- 9 School Leaders
- 11 Teachers
- 4 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Huntingtown High School

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school before the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents; and student data. Items checked were reviewed through data documentation or during the on-site school review.